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Descriptors-*College Libraries, College Students, Faculty, Graduate Students, Library Acquisition, Library Materials, Library Material Selection, *Library Planning, *Library Services, *Library Surveys, *Questionnaires
Identifiers-*Kansas State College

A four-part questionnaire was constructed and administered to the users of the Kansas State College Library to aid the library staff in planning for effective library service and in developing a book acquisition policy for the next ten years. The four surveys conducted were: (1) departmental, in which academic departments were asked to indicate the depth of the library collections required for the specific subject areas in their disciplines, (2) faculty, in which the instructional staff answered questions on faculty use, instructional and student use of libraries, instructional and resource planning, resources, services, and library personnel, (3) graduate students, which consisted of questions on libraries used, research projects and theses topics, library services and regulations, library instruction, and suggestions for improvement in specific areas, and (4) undergraduate students, which included questions on libraries used, difficulties experienced with the library, library personnel, and possible facility improvements. This report consists of the survey questionnaires and results, with the questionnaires used for the faculty, graduate student, and undergraduate student surveys based to a considerable degree upon forms used by Columbia University. (JB)

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LIBRARY SERVICES FOR KANSAS STATE COLLEGE:

PLANNING FOR THE NEXT DECADE BY MEANS OF

A COLLEGE-WIDE SERIES OF QUESTIONNAIRES

By: Norman E. Tanis

1968

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Parts II, III, and IV contain a substantial number of questions derived from I. Tauber, Cook, and Logsdon, The Columbia University Libraries, Columbia University Press, New York, 1958, pp. 277-306.

INTRODUCTION

The Kansas State College Library wished to consider the problem of constructing a fair and equitable book acquisition policy which would answer the needs of the college today and for the next ten years. At the same time, it wished to plan for the best possible library service for its students and faculty. The library staff felt that the observations of undergraduate students, graduate students, and faculty were all pertinent. Therefore, a four-part questionnaire was constructed. Most of the year 1968 was used up in constructing the questionnaires, obtaining answers, and compiling the results. The result is in four parts:

- I - Departmental Collection Survey
- II - Faculty Survey
- III - Graduate Students Survey
- IV - Undergraduate Students Survey

PART I

LIBRARY SERVICES

FOR

KANSAS STATE COLLEGE

DEPARTMENTAL COLLECTION SURVEY

1968

LIBRARY SERVICES FOR KANSAS STATE COLLEGE

Departmental Survey

1968

The Kansas State College Library is considering the problem of constructing a fair and equitable policy which will answer the needs of the college for the next ten years. In order to do this, we require your assistance in indicating the depth of the library collection required for your disciplines(s) or field.

Please check on the following pages the kind of collection you estimate to be necessary and appropriate for the discipline(s) or fields taught in your department. After each field or discipline taught in your department, indicate by the numbers 1-4 the degree of depth required. Any rating above "2" should be accompanied by a paragraph or two explaining the department's plans with regard to this area.

Level of Coverage in Specific Subject Areas

Needs and demands vary in the various subject areas. To indicate how far this library should go in meeting these needs, we shall recognize the following degrees of intensity of acquisition effort which will be made within the limitations listed above:

1. General Collection

A selective collection serving to introduce and define the subject and to indicate the varieties of information which are available elsewhere. It shall include some textbooks, dictionaries, encyclopedias, selected editions of important works of major authors, historical surveys, biographies, several periodicals, and serials for keeping in touch with current scholarship in the field.

2. Instructional Collection

A good working collection designed to meet all instructional needs. It shall include a wide range of basic works, complete collections of the works of more important figures, both authors and critics, selections from the works of secondary writers, yearbooks, handbooks, a wide range of representative journals, and the fundamental bibliographical apparatus pertaining to the subject.

3. Comprehensive Research Collection

A comprehensive collection adequate for the independent research of both graduate students and faculty, including all current publications of research value and such retrospective publications as are deemed desirable by the faculty and are procurable. It shall include all the important or useful works, original editions of the classics in the field, if such editions serve a scholarly purpose, and an extensive assemblage of critical and biographical works, contemporary pamphlets, published documents, and the fullest possible list of journal and serial sets and bibliographical tools.

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4. Exhaustive Research Collection

A collection including as far as possible all publications of research value, including marginal materials such as manuscripts, archives, and ephemera. Such collecting will be undertaken only in restricted areas, such as materials by and about a single literary or historical personage.

SCHOOL OF ARTS AND SCIENCES

ART DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

Art Metal, Jewelry, Silversmithing
Commercial Art
Weaving

2. Instructional Collection

Art Education
Art History
Ceramics
Crafts (General)
Design
Drawing
Painting
Printmaking
Sculpture

3. Comprehensive Research Collection

Aesthetics, Criticism and Art Appreciation

Comments and Explanations:

I have requested a number "3" rating for books in the Aesthetics, Criticism and Art Appreciation category since materials contained in such books cut across all art studies. These are books which contain information critical to virtually any artist regardless of his specialty. Further, we have plans to expand this aspect of our graduate program in the next two or three years.

BIOLOGY DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

2. Instructional Collection

Pre-medical, Pre-dental, and Pre-veterinary Sciences
Biology, General
Botany, General
Zoology, General
Anatomy
Histology
Embryology
Plant Morphology
Plant Taxonomy
Conservation (Biological)

3. Comprehensive Research Collection

Bacteriology, Microbiology
Mycology
Parasitology
Cytology
Ecology
Entomology
Genetics
Animal Physiology
Plant Physiology
Microbial Physiology
Plant Pathology
Mammalogy
Ornithology
Ichthyology
Limnology
Invertebrate Zoology

Comments and Explanations:

The areas marked with a "3" priority are the areas in which we are qualified to direct research at the Master's level. None of these areas are complete as far as journal holdings are concerned. There are many journals to which we now subscribe which need completing as far as a series is concerned.

In certain areas, entomology, invertebrate zoology, genetics, plant pathology and mycology, we must subscribe to additional journals if we are to be adequate in these areas.

Insofar as reference books, other than journals, are concerned we feel that we are in good shape in our library particularly if we can continue to purchase the new books as they become available.

We do not have any areas in which we feel that we should have library holdings which would be adequate for "Exhaustive Research."

BUSINESS ADMINISTRATION DEPARTMENT

Level of Coverage for Books, Serial and Periodical Collections:

1. General Collection

Office Administration

2. Instructional Collection

Accounting
Marketing
Management, General
Management, Personnel
Management, Production
Computer Programming
Business Law
Insurance

3. Comprehensive Research Collection

Tax Accounting
Finance
Honors Seminar in Business
Business Education (Graduate Courses)

Comments and Explanations:

The Tax Accounting classes use various tax reports, journals, and other periodicals found in the library extensively in their classwork. We feel that it is most essential that our accounting students have access to these various sources of tax information since it plays an important part in their work in the business world today.

Our Finance classes find it essential that they use various investment periodicals and reports in their classwork in order to meet the requirements considered essential for the course.

The Honors Seminar in Business class uses business and allied discipline research material in the library extensively in preparing a comprehensive report that is required for the course. In fact, an extensive research report is the basis of the grade for the course.

In the graduate courses in business education, various business education periodicals and quarterlies are mandatory for research papers in the various graduate classes. Likewise, these periodicals and quarterlies are used extensively in the research problem required of the master's students.

CHEMISTRY DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

Quantitative Analysis

2. Instructional Collection

General Chemistry
Organic Chemistry (General)
Physical Chemistry (General)
Biochemistry (General)
Radiochemistry
Kinetics
Inorganic Chemistry
Electrochemistry

3. Comprehensive Research Collection

Spectroscopy
Analytical Chemistry
Organometallic Chemistry
Physical Chemistry (Specific Areas)
Organic Chemistry (Specific Areas)
Inorganic Chemistry (Specific Areas)

Comments and Explanations:

The need for comprehensive materials in various research areas are listed below:

1. Spectroscopy: This is part of our research program in organic chemistry and in analytical chemistry. It is necessary that our students have access to the most up to date information in this area.
2. Analytical Chemistry: Dr. Walker has a very active program in analytical chemistry, and the students need access to the recent literature.
3. Organometallic Chemistry: Probably our most active research group in the department is Dr. Juenge's group working in the area of organometallic chemistry.
4. Physical Chemistry: Dr. Pauley has several projects under the general classification of physical chemistry. One is in ion exchange, and the other is in the field of complexes formed by the interaction of ketones with metal ions.
5. Organic Chemistry: There are three staff members conducting research in organic chemistry. Dr. Juenge is conducting research in organometallic chemistry and in halogenation and oxidation techniques. Dr. Crandall is conducting research in the field of oxidation of aromatic compounds and in special solvent shifts. Dr. Sunderwirth is conducting research in the area of carbohydrate chemistry.

6. Inorganic Chemistry: Dr. Potts is conducting research in the area of complex formation of inorganic ions.

ENGLISH DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

English Literature
 Old English Period
 Medieval
 Western World Literature (in translation)

2. Instructional Collection

Grammar, Linguistics, Philology
 Literary Criticism (General)
 Literary History (General)
 Journalism and Mass Communications
 Rhetoric
 English--Education
 English Literature
 Renaissance
 Seventeenth Century
 Eighteenth Century
 Romantic Period
 Victorian Period
 Twentieth Century
 American Literature
 Seventeenth Century
 Eighteenth Century
 Twentieth Century

3. Comprehensive Research Collection

American Literature
 Nineteenth Century
 American Humor & Satire

Comments and Explanations:

Since the collection in Nineteenth Century American Literature is already very strong and since at least four of our staff members are specialists in the area, it seems to me that this is a niche in which we ought to have as complete a collection as possible.

American Humor & Satire is also an area in which we have an excellent collection, and it is also an area which can yet be built up rather cheaply. It is also an area in which I have done a great deal of research and publishing.

FOREIGN LANGUAGES DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

2. Instructional Collection

French
German
Spanish

Comments and Explanations:

For the French collection we recommend the Bibliotheque De La Pleiade.

HISTORY DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

European
 Balkans
 Scandinavia
 Diplomatic
World
 General
 Australasia
 Canada
 Middle East

2. Instructional Collection

American
 General
 Early Republic and Jacksonia Era, 1789-1850
 Progressive Era, 1900-1916
 Post-War to Present
 Philosophy of History
European
 General, including Philosophy of History
 Early, Egypt through Rome
 Medieval, 476-1250
 Renaissance and Reformation, 1250-1550
 Modern Europe, 1500 on
 France
 Russian, pre-Revolutionary
 Military
World
 Africa
 Asia
 China and Japan
 Latin America

3. Comprehensive Research Collection

American

- Colonial and Revolutionary to 1789
- Civil War and Reconstruction, 1850-1877
- Post-War Industrial America, 1877-1900
- World War II and Nineteen Twenties
- New Deal and World War II
- Diplomatic
- Economic
- Intellectual (including cultural and social)
- Military (including Naval)
- Western Expansion

European

- England (including Constitutional, Political, and Social)
- Germany
- Russian, Revolutionary and Soviet

World

- India

Comments and Explanations:

In deciding what areas of historical study required ratings of "3", this Department considered (1) activities and interests of staff members, (2) interests of graduate students and thesis subjects over the past decade, and (3) probable future needs of both faculty and graduate students. Large increases in the number of graduate students in history in the past several years (14 masters degrees granted this past summer alone and over 60 other students involved in various phases of graduate programs) strongly suggest the need to develop and maintain satisfactory levels of research materials.

In Colonial and Revolutionary American history, the research activities and interests of Professors James B. Schick and Robert K. Ratzlaff, coupled with widening interests of our graduate students, suggest the need to develop our holdings.

The activities, interests, and publications of the Chairman, in addition to continuing graduate research in the Civil War period, require continued attention to that era.

Professor Martin C. Campion's several courses and independent research argue for continued acquisition of sound research materials in post-Civil War America. Graduate interests will develop further significant research in this period.

Professor Fred B. Misse's courses and continuing research and publication in the area of World War I, the twenties, thirties, and World War II (with major emphasis on American Diplomatic history) have led to the development of fairly popular graduate seminars requiring more and better resources.

Professor Thomas R. Walther's interests, research, and graduate seminar offerings will require the steady acquisition of more research materials in both Economic and Western American history.

Both Professor Campion and the Chairman are active in military and naval history, and significant numbers of graduate students are following their lead in this field. The former's personal research in Intellectual history, as well as his two senior-graduate courses (stimulating notable graduate research studies) urge the recommendation that materials in these areas be augmented.

Professor Judith G. Shaw's offerings at the senior and senior-graduate levels, as well as her own research activities in English history, require the acquisition of more appropriate materials here.

Professor David A. Hackett's serious research in Germany history (20th century), as well as graduate student interest developed out of Gerlof D. Homan's research, publication, and course offerings, all argue for continued accumulation of important materials needed particularly in graduate seminars.

Professor Surendra K. Gupta's own on-going research interests and activities, as well as his new course offerings (Modern Far East and Modern India), provide the basis for requesting continuing acquisition of research materials for both Indian and Russian history, particularly in the nineteenth and twentieth centuries.

If further elucidation, explanation, and/or justification be needed, I will happily attempt to provide them or it.

HOME ECONOMICS DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

Sociology
Psychology
Economics
Chemistry

2. Instructional Collection

Nutrition (Human)
Child Development
Teaching Methods (Secondary)
Foods
Clothing and Design
Consumer Economics

MATHEMATICS DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

2. Instructional Collection

Algebra, Elementary
Calculus, Elementary

2. Instructional Collection (continued)

Geometry, Analytic
History of Mathematics
Mathematics Education
Philosophy of Mathematics
Mathematics, all other

3. Comprehensive Research Collection

Algebra, Abstract
Analysis, Advanced
Applied Mathematics (except areas specifically
listed, i.e., statistics)
Computer Science
Game Theory
Geometry, Synthetic
Mathematical Logic
Number Theory
Numerical Analysis
Probability and Statistics
Topology

Comments and Explanations:

Since it is not possible to offer study in depth in all phases of mathematics through regular classes, it is necessary to provide the opportunity for graduate students to delve more extensively into these topics through independent study. The areas designated "3" on the list of subject areas represent those in which students have indicated an interest in pursuing in their graduate study or those more recently developed areas which will become of greater interest.

MILITARY SCIENCE DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

Civil Affairs
United Nations
Organization of American States

2. Instructional Collection

History, American Military
History, World Military
Political Science
International Relations
Government Establishment
Government of Asia
Government of Europe

MUSIC DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

2. Instructional Collection

Ethnomusicology
 Music Appreciation
 Music History, Literature, and Criticism
 Aesthetics
 Discography
 Music Theory
 Acoustics
 Psychology

3. Comprehensive Research Collection

Anthologies, Monuments of Music, and Collected Editions
 Historical
 Theoretical
 Dictionaries and Encyclopedias
 Music Composition
 Music Education
 Bibliography
 General Music Education (Elementary and Secondary)

 History
 Instrumental Music Education (Elementary and Secondary)
 Vocal Music Education (Elementary and Secondary)
 Music History, Literature and Criticism
 Bibliography
 Forms (Concerto, Madrigal, Opera, Sonata, Symphony)
 General
 Special:
 Medium (Brass, Chamber Music, Church Music, Dance, Organ, Piano, Percussion, Solo Song, Strings, Woodwinds)
 National (American, English, French, German, Italian, Jewish, Russian, Spanish)
 Period (Ancient Music, Baroque, Contemporary, Medieval, Renaissance, Romantic)
 Miscellaneous (Musicology, Notation, Performance, Rhythm)
 Music Theory
 Conducting
 Contemporary
 Counterpoint
 Ear Training and Sight Singing
 Form and Analysis
 Harmony
 Keyboard

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3. Comprehensive Research Collection (continued)

Music Theory
 Orchestration
 Psychology
 Style
 Treatises
 Periodicals
 Study Scores
 Chamber Music
 Chorus
 Orchestral
 Solo (Vocal and Instrumental)

Comments and Explanations:

Library materials should be adequate for comprehensive research in most areas of music because of the graduate program. Students may concentrate in Music History, Theory, Composition, Music Education, and Applied Music. Perhaps the weakest area is that of Music Education.

PHYSICS DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

Acoustics
 Geophysics
 Physical Science
 Earth Science
 General Physics
 History of Science, Biographies of Scientists, etc.
 High Energy Physics

2. Instructional Collection

Classical Mechanics
 Thermodynamics-Kinetic Theory-Statistical Mechanics
 Atomic Physics-Nuclear Physics
 Optics
 Experimental Techniques including research statistics,
 vacuum technology, electronics
 Astronomy

3. Comprehensive Research Collection

Theoretical/Mathematical Physics including some
 applied math
 Electromagnetic Theory (Quantum and Classical)
 Quantum Mechanics
 Solid State Physics
 X-rays
 Friction

Comments and Explanations:

Instructional Level

The Physics Department offers several courses in or directly involving each of the subject areas listed at the level "2" or "3". The general pattern of subjects offered is unlikely to change significantly in the next few years and would be nearly unaffected by changes in personnel.

Research

The Physics Staff research and thus the research of our graduate students is in the general areas: X-rays, Solid State Physics, Electromagnetic Theory, Friction. Some of the work involves material from chemistry and engineering and all of it relies on applied and occasionally pure mathematics.

With our extremely limited budget for research equipment, it will not be possible to start new programs in different areas each time a new staff member is added. Rather, to the extent it is possible, we will try to recruit staff to fit in with the few general areas in which we work. Naturally, in the long run, our specialized needs will change because physics changes all the time.

Our research in Astronomy is connected with the M.S. in Physical Science and requires only a very restricted research level collection.

We do not now have any research activity in acoustics. I am, however, considering beginning some work in this area. The associated research collection would be highly specialized and not very extensive.

Linda Hall

Subscription to the Linda Hall station wagon service and acquisition of the Linda Hall card catalog would give us relatively convenient access to one of the largest scientific journal holdings in the world, as well as books. I recommend that we start this subscription now even if only on a trial basis.

Standing Orders

We now have standing orders for several series of monographs, series, etc. of which the Handbuch der Physik is but one of the most important. According to information gathered from the Library, the standing order in Physics are:

520.5	Ad95	Advances in Astronomy and Astrophysics
551.082	Ad95	Advances in Geophysics
538.3	Ad95	Advances in Magnetic Resonance
523.082	An78	Annual Review of Astronomy and Astrophysics
539.705	An78	Annual Review of Nuclear Science
541.058	An78	Annual Review of Physical Chemistry
621.55	B388h	Beck Handbook of Vacuum Physics
520.82	B392v	Beer, Vistas in Astronomy
530.2	H191	Encyclopedia of Physics (Handbuch der Physik)
621.381016		Kamal, Laser Abstracts
535.33	K613a	Applied Optics and Optical Engineering
534	M381p	Physical Acoustics
535.84083		Sadtler's Standard Infrared Spectra
539.2	Sol3s	Solid State Physics

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According to my records and a check of the stacks, we also have parts or all to date of the following which should be on standing order if they are not already so:

537.535	c76	Advances in X-ray Analysis
535.082	P942	Progress in Optics (Wolf)
523.082	St28	Stars and Stellar Systems
539.12	In8a	Advances in Molecular Spectroscopy
540.31	P943	Progress in Solid State Chemistry
539.7	H874a	Methods of Experimental Physics
548	W97c	Crystal Structures (supplemental sheets)
545.32	Zu85p	Progress in Polarography

Frontiers in Physics Series - published by Benjamin
 Pure & Applied Physics Series - published by Academic Press
 Semiconductor Monographs - published by Butterworth

This is not meant to be the complete list of physics, mathematics, and chemistry series that are of interest to the Physics Department but gives an indication of what we have on standing order, what we think we have on standing order, and the type of thing we should be collecting.

Physics Department Book Requests

All book requests from the Physics Department are channeled through one staff member. He keeps up our departmental card catalog (actually the secretary handles the routine work) and serves as all around liaison man.

Role of Library in Physics Program

I regard our laboratories and the library both as more important to our instructional program than formal classes. Therefore, I am most concerned about the developemnt of library holdings in physics, mathematics, and chemistry. If I can be of any further help, do not hesitate to call. For example, a detailed breakdown of suggested priorities by Dewey decimal numbers could be supplied.

SOCIAL SCIENCE DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

- Economics
 - Economics, General
- Topical Geography
 - Historical Geography
 - Military Geography
 - Plant Geography
- Philosophy
 - Alsthetics
 - Philosophy of History
 - Theology
- Political Science
 - American Government, General

1. General Collection (continued)

Comparative Government
 Other Governments
International Affairs
 Political Theory, General
Sociology
 Acculturation
 Anthropo-geography
 Anthropology, Study and teaching
 Archaeology
 Ethnomusicology
 Ethnopsychology
 Gerontology (Social)
 Kinship
 Mass Communications and Public Opinion
 Medical Sociology
 Primitive Religion
 Sociology of Industrial Organization
 Sociology, Study and teaching

2. Instructional Collection

Economics
 Comparative Economic Systems
 Distribution Theory
 Economic Development
 Econometrics and Mathematical Economics
 Fiscal Theory
 Institutional Economics
 Labor Economics
 Macroeconomic Theory
 Microeconomic Theory
 Monetary Theory
 Money and Banking
 Regional Economics
 Taxation
Regional Geography
 Africa
 Anglo-America
 Asia
 Australasia
 Europe
 Latin America
 Oceania
 Polar Regions
 Russia
Topical Geography
 Cartography
 Conservation Geography
 Cultural Geography
 Economic Geography
 Human Geography
 Physical Geography

2. Instructional Collection (continued)

Topical Geography

- Physiography
- Political Geography
- Soil Geography
- Urban Geography

Philosophy

- Ethics
- History of Philosophy
- Logic
- Metaphysics
- Ontology
- Philosophy of Science
- Political Philosophy
- Theory of Knowledge

Political Science

- Constitutional Law
- National Government
- Public Administration
- State and Local

Comparative Government

- Asian Governments
- European Governments
- Middle Eastern Governments
- South and Latin American Governments

International Affairs

- General
- International Organization
- International Relations
- Ancient Political Theory
- Contemporary Political Theory
- Medieval Political Theory
- Modern Political Theory
- Politics, General

Sociology

- Animal Sociology
- Collective Behavior
- Community Sociology
- Crime and Juvenile Delinquency
- Demography, Population problems
- Economic Sociology
- Ethnography
- Ethnology
- Family Sociology
- Human Ecology
- Minorities and Ethnic Groups
- Political Sociology
- Primitive and Prehistoric
- Primitive Society
- Social Change, Social Trends, and Social Movements
- Social Deviation
- Social Disorganization
- Social Organization
- Social Psychology

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2. Instructional Collection (continued)

Sociology

- Social Stratification
- Social Work, Social Casework, Community Organization
- Sociological Research
- Sociological Thought
- Sociology, General
- Sociology of Childhood
- Sociology of Education
- Sociology of Religion
- Somatology

SPEECH AND THEATRE DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

Public Address

- Linguistics
- Radio and Television
- Speech Science
- Speech Pathology

Theatre

- Make-up
- Children's Theatre
- Creative Drama

2. Instructional Collection

Public Address

- Classical Rhetoric
- British Public Address
- Communication Theory
- Semantics
- Oral Interpretation
- Argumentation and Debate
- Persuasion
- Speech Education

Theatre

- Theatre History
- Theatre Design and Architecture
- Dramatic Literature
- Acting
- Stage Design
- Stage Lighting
- Costuming
- Theatre Management
- Directing
- Stagecraft

3. Comprehensive Research Collection

Public Address

American Public Address

Rhetorical Criticism

Discussion and Group Theory

Comments and Explanations:

More comprehensive coverage is needed in the areas rated "3" for graduate problem and thesis research.

SCHOOL OF EDUCATION

ADMINISTRATION AND SCHOOL SERVICES DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

2. Instructional Collection

Higher Education

Junior College Instruction

Junior College Administration

College and University Instruction

College and University Administration

Educational Research

School Services (Surveys, etc.)

3. Comprehensive Research Collection

Elementary-School Administration and Supervision

Secondary-School Administration and Supervision

General School Administration (Local District,
State, and Federal)

Comments and Explanations:

Although adequate resources in the three areas checked "3" do not demand "primary sources" in the same way or extent as certain other fields, there are resources beyond those described under "2" which are necessary for faculty and student research and for adequate instruction as well: critical works, contemporary pamphlets, etc.

CURRICULUM AND TEACHING DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

Teacher Education (K-12)

Methods

Secondary Education

General

Elementary Education

Arithmetic

Social Studies

Music

Special Education

Learning Disabilities

General

2. Instructional Collection

Teacher Education (K-12)

Student Teaching

Internship

General

Secondary Education

Philosophy

Curriculum

History of Education

Comparative Education

Elementary Education

Curriculum

Reading and Language Arts

Science

Special Education

Mentally Retarded

3. Comprehensive Research Collection

Teacher Education (K-12)

HEALTH, PHYSICAL EDUCATION, AND RECREATION DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

Health

Personal

Community

2. Instructional Collection

Physical Education

First Aid

Theory

2. Instructional Collection (continued)

Physical Education

- Swimming
- Kinesiology
- Adaptive Physical Education
- Organization
- Physiology
- Facilities
- Measurements
- Coaching:
 - Football
 - Basketball
 - Track

Recreation

- Camping and Outdoor Education
- Leadership
- Program Planning
- Recreational Therapy
- Hospital Recreation

3. Comprehensive Research Collection

Physical Education

- Theory
- Measurements

PSYCHOLOGY AND COUNSELOR EDUCATION DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

Counselor Education

- Introduction, General

2. Instructional Collection

Psychology

- General
- Abnormal
- Physiological
- Experimental
- Statistics and Standardized Tests
- Clinical
- School Psychology
- Educational Psychology
- Mental Hygiene
- Personality Theory
- Counselor Education
 - Standardized Tests
 - Occupational Information
 - Counseling Theory
 - Organization and Administration of Counseling Services

SCHOOL OF TECHNOLOGY

INDUSTRIAL ARTS EDUCATION DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

2. Instructional Collection

Automotive Technology
Design and Drafting
Driver Education
Electricity-Electronics
General Industrial Arts
Metal Technology
Printing Technology
Woodworking

3. Comprehensive Research Collection

Professional
Plastics Technology

INDUSTRIAL TECHNOLOGY DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

Advertising
Agriculture
Anatomy and Physiology
Banking and Finance
Civil Engineering
Clothing and Textile Industries
Economics
Engineering
Guidance (Educational, Personal, Vocational)
Industrial Arts
Management
Marketing
Mathematics
Mechanical Engineering
Nuclear Engineering
Photography
Physics
Public Utilities
Retailing
Science

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2. Instructional Collection

Aeronautics
 Architecture and Landscape Architecture
 Building Trades
 Electrical and Electronic Trades
 Food Technology and Trades
 Forestry
 Foundry Industry
 Furniture Industry
 Industrial Education
 Manufacturing
 Metallurgy
 Paper and Wood Pulp Industry
 Printing Industry and Trades
 Space Technology
 Technical Education
 Tools and Tool Design

3. Comprehensive Research Collection

Automotive Industry and Trade
 Building Design
 Electrical and Electronic
 Graphic Arts
 Industrial Design
 Machine Design
 Metalworking Industries and Trades
 Plastics Industry
 Wood Industries and Trades

Comments and Explanations:

The areas marked with "3" are the areas where we allow a "major."

TRADE AND TECHNICAL EDUCATION DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

Administration
 Curriculum
 Enrollments
 Evaluation
 Methods
 Supervision

Comments and Explanations:

Most of the research work in this department is descriptive and on current problems. Our needs include government documents and materials from the Educational Resources Information Center (ERIC).

VOCATIONAL TECHNICAL INSTITUTE

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

Air Conditioning and Refrigeration

Refrigeration I

Refrigeration II

Electricity

Blueprint Reading (Electric)

Electrical Power Plants

Electrical Raceway Installation

Industrial Electrical Maintenance I

Motor Maintenance (Electric)

Related Motor Controls

Three Phase Rotating Equipment

Machine Shop

History

2. Instructional Collection

Auto Mechanics

Automatic Transmissions I

Auto Mechanics Shop Practice I

Auto Mechanics Shop Practice II

Auto Mechanics Shop Practice III

Auto Mechanics Shop Practice IV

Automotive Power Plant Diagnosis I

Drafting Technology

Architecture and Design

Cartographic Drafting

Production Illustration

Machine Shop

Gears

Grinding

Heat Treatment

Inspection

Lathe

Machining Processes

Metallurgy

Mill

Motion and Time Study

NC Control (Numerical)

Production Control

Production Planning

Safety in Industry

Threads

Tracing

Welding

Electric Arc Welding

Gases

Metallurgy

Oxy-Acetylene Welding

Testing (materials, operators, etc.)

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3. Comprehensive Research Collection

Drafting Technology
Tool Design

CONTINUING EDUCATION DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

3. Comprehensive Research Collection

Adult and/or Continuing Education
Community College

Comments and Explanations:

The two above-mentioned should be well-covered for our specific needs. This will enable us to provide information expected from our office. In addition, we will need materials, as indicated by the schools and departments concerned, for each area and/or subject taught off-campus. These materials, at least in the "2" depth area, should be available for moving to the libraries in selected locations for varying lengths of time.

LIBRARY SCIENCE DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

Libraries and Society
Non-book Materials (Including selection aids)

2. Instructional Collection

Selection of Library Materials
Library Administration (Including facilities, personnel,
and education of the use of
libraries)
Technical Processing (Including cataloging, acquisitions,
and processing of materials)
History (Including history of libraries, books, and
printing)
Public Services
Library Automation

3. Comprehensive Research Collection

Reference Collection (Necessary for all areas,
not just basic reference
courses)

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Comments and Explanations:

This estimation of needs and demands is based on the assumption that the present library science program will undergo an expansion and revision. It does not make any provision for an extensive graduate level program in several areas. At the present time, we have a good basic general collection in most of these areas with the possible exception of the history and libraries and society areas.

PART II

LIBRARY SERVICES

FOR

KANSAS STATE COLLEGE

FACULTY SURVEY

1968

LIBRARY SERVICES FOR KANSAS STATE COLLEGE

Faculty Survey

1968

A. FACULTY USE OF THE LIBRARIES

1. With what approximate frequency do you use the resources of the College Libraries? (Please check one.)*

<u>24</u> Daily	<u>25</u> Monthly
<u>41</u> Three times weekly	<u>7</u> Less than twice a semester
<u>75</u> Weekly	<u>0</u> Never
<u>23</u> Every two weeks	

2. Is this use of the Libraries primarily: (Please check one.)

186 by yourself personally?

8 by telephone?

27 through a secretary or a research or other assistant?

3. Which of the College Libraries do you use? (Please list in the order of estimated frequency of use. Porter Library, Curriculum Library, Horace Mann Laboratory School Library, College High School Library, Trade and Technology Library, other (please specify).)

	1	2	3	4	5	6
Porter	177	11	6	0	0	0
Curriculum	9	37	6	1	0	0
Horace Mann	6	1	4	2	0	0
College High	3	1	3	0	0	0
Trade and Technology	1	12	2	0	0	0
Other (Departmental)	8	0	0	0	1	0

*This questionnaire is based to a considerable degree upon the form used by Columbia University.

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4. Do you consider the dispersal of control of these libraries a handicap in your use of their resources?

12 Yes

183 No

5. Are you satisfied with the faculty borrowing regulations in effect in the libraries?

191 Yes

10 No

If not, please indicate in what ways you feel these might be improved:

1. Disapprove of routing certain publications to instructors before they are put in the library.
2. Improve facility and service.
3. Faculty should be subject to same regulations as other patrons (fines, check-out of art objects, etc.).
4. Current magazines should be available for check-out.
5. Need much more effective, less apologetic way of recalling books from faculty.

6. Do afternoon and evening classes affect your use of the Libraries?

15 Yes

183 No

7. Do you use, with any degree of frequency, other libraries in the state of Kansas (or elsewhere)?

47 Yes

147 No

If so, please indicate:

Libraries:

Joplin Library
 Kansas Historical Society Library
 Kansas State Library
 Kansas State University Library
 Kansas University Library
 Kansas University Medical Center (Clendening Library)
 Linda Hall Library
 Michigan State University Library
 Pittsburg Public Library
 Stanford University Library
 University of Illinois Library
 University of Indiana Library
 Yale University Library

Frequency of use: Varies from once a year to five times a semester.

Purpose: Research, pleasure.

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B. INSTRUCTIONAL AND STUDENT USE OF THE LIBRARIES

1. Which of the College Libraries do you normally expect your students to use?
(Please list in the order of estimated frequency of use.)

	1	2	3	4	5	6
Porter	165	9	6	1	0	0
Curriculum	11	28	3	1	0	0
Horace Mann	2	4	4	1	0	0
College High	2	2	4	1	0	0
Trade and Technology	2	6	2	0	0	0
Other (Departmental)	0	5	1	0	0	0

2. Have your students complained to you of inadequacies in seating, lighting, other physical facilities, or library services?

33 Yes

162 No

If so, please indicate what these complaints have been:

1. No smoking areas.
2. Inability to get books, e.g., checked out, overdue, or only one copy.
3. Temperature control, lighting, lack of reading room with comfortable furniture, need for smoking area.
4. Difficulty in checking out schematics from Sam's Photofact.
5. Noise and activity.
6. Materials relating to printing are scattered in several areas of the library.
7. Difficulty in finding government documents.
8. Facilities in stacks are poor.
9. Improperly shelved materials.
10. Lack of study areas.
11. Poor lighting in stacks.
12. Missing books.

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13. Student help unwilling to give service.
 14. Inadequate service in finding books, poor service in shelving and keeping track of books, missing books, poor interlibrary loan service for graduate students.
 15. Need later hours.
 16. Not enough help in finding reference material.
 17. General complaints in periodicals area.
3. Do you expect to have library materials available at hand in your laboratory or classroom as instructional "exhibits" in your teaching?

75 Yes113 No

If so, please indicate the type(s) of material involved, and the frequency with which this kind of use usually occurs, or would be desirable in the future:

1. Guides, textbooks, periodicals, instructional materials, professional materials, state and city curriculum guides, technical society manuals, handbooks, reference texts.
2. Newspapers, high school texts.
3. Journals, books on petroleum processing and automotive history.
4. Theatre books in scene design, theatre facilities and technical problems.
5. Materials on international relations, world politics and history.
6. Daily use--usually texts.
7. Auto repair manuals.
8. Reference, biology technique books.
9. Design publications.
10. Illustrated encyclopedias (French, German, Spanish).
11. Statistics, road maps of industries.
12. Tables.
13. Would like to have records to use in physical education classes.
14. Opera scores.
15. Interlibrary loan books.

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16. Sculpture work and painting reproductions.
17. Pamphlets.
18. Transparencies and film clips from Curriculum Library.
19. Listings of periodicals.
20. Charts.
21. Junior college material.

4. Do you believe that all the library materials relating to your courses should be in one Library?

119 Yes

73 No

5. Are you satisfied with the present system of handling "reserved" and assigned readings (e.g., Are enough copies available? Are the required materials ordered promptly?)?

170 Yes

19 No

6. Do you frequently find it necessary to lend to students materials from your office which are from the College Libraries?

46 Yes

146 No

If so, please indicate the kind(s) of material involved, the frequency with which this occurs, and the reasons this is necessary (e.g., too few copies in the Libraries):

1. Reference books. Too few copies of basic works in field.
2. Many classics of world literature are not in English translation here.
3. CPA materials.
4. Government documents.
5. Interlibrary loan material.
6. Specialized volumes.

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7. What procedures do you believe might be necessary to provide additional materials in there should be an increase in the number of students in your courses?

1. College Book Store.
2. Don't be afraid to order more than one copy.
3. Perhaps a science library.
4. Increase allocation of funds.
5. More copies.
6. Assistance in developing departmental libraries.
7. Materials provided by the Department of the Army.
8. Xerox copies of journal articles for reading assignments.
9. Reserve shelf.
10. Facilities for additional materials in the Curriculum Library.
11. Duplication of reference books.
12. Use of paperbacks.
13. 8 mm. film loops and tapes in the Curriculum Library or change Curriculum Library to a laboratory-type resource center.
14. Larger budget.

8. Do you feel obliged to restrict any assignments because of any inadequacy in the College Libraries (e.g., too few copies, unavailable materials, etc.)?

39 Yes

148 No

9. How do you go about evaluating needed library materials before approving topics for masters dissertations and research?

1. cursory examination of thesis and dissertation abstracts and bibliographies.
2. Check to see if Porter has significant material available here, through interlibrary loan or by purchase.
3. Ask reference librarian.
4. Check holdings against bibliography prepared by student.
5. Examine card catalog and stacks.

6. Have a bibliography of holdings in area.
7. Usually topics are given relative to sources known available.
8. This is student's problem.
9. Advise students to search for available materials, then plan ahead for interlibrary loan.
10. Assign preliminary research.
11. Personally check.
12. Survey card catalog.
13. I personally check out every book I have the library order--scan it and read parts--then summarize it on a permanent file card for later use.

10. Do you expect your students to use other library resources in Kansas (or elsewhere) in addition to or instead of the KSC collections?

69 Yes

120 No

If so, please indicate level of study:

52 Masters

17 Undergraduate

Libraries used:

19 University of Kansas

2 State Library

15 Linda Hall

1 Clendening Library

7 Kansas State University

1 Library of Congress

11. Do you feel that this student use (if any) of libraries other than KSC is desirable from an educational and/or research point of view?

120 Yes

31 No

Please comment:

1. Research demands that all completed studies be analyzed.
2. All libraries cannot contain the same research books and materials.
3. An important part of graduate training.
4. Better to have material locally available to encourage more thorough research.
5. Library should have material available.

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6. Acquaints them with ways of running libraries.
7. Interlibrary loan is helpful.
8. Students should be aware of variety of sources and methods and restrictions for making use of them.
9. Not much material on instructional media.
10. Good training for study abroad.
11. Often have no other choice.
12. Should members of the library staff have any responsibility in developing the personal, non-curricular reading habits of students?

94 Yes65 No

13. What is your opinion as to the value of the Libraries' developing house (dormitory) libraries for students? (Please check one.)

6 Essential17 Desirable94 Needed64 Not needed

If you believe that this type of library should be established, what types of materials should be in these collections (e.g., additional copies of reserved readings, extracurricular reading, etc.)?

1. Recreational reading material, paperback reference material.
2. General periodicals, fiction.
3. Great books, Harvard classics.
4. Extracurricular material, reserve readings.
5. All the classics.
6. A general library.
7. Newspapers and news magazines.
8. Reserve material not feasible.
9. Idea is too costly.
10. Dorms should develop their own.
11. Whatever they want, can afford, and can control.
12. Additional texts.

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13. Books of cultural interest.

14. Novels, essays, poems, plays, books in social science and philosophy.

15. Language records.

14. Do you anticipate any changes or developments in your teaching methods which would affect students' use of the Libraries?

30 Yes

155 No

If so, please explain in what ways:

1. TV may change our methods.
2. Central tape deck.
3. More outside readings.
4. More use of technical manuals in design problems.
5. More microfilm and microfiche in graduate courses.
6. Development of multi-media concept in school libraries.
7. More use of reserve books.
8. More paperbacks.
9. Three-dimensional design.
10. Reliance on more scholarly articles.
11. Graduate program in languages.
12. Credit by examination.
13. A laboratory approach in part of professional semester.
14. More audio-visual media.
15. Videotape.

C. INSTRUCTIONAL AND RESEARCH PLANNING

1. What, if any, new programs or instruction are you planning which will involve library resources, facilities, or services?

1. Course in individual instructional media in the elementary school.
2. Plastics technology.

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3. Demography-Human Ecology.
 4. Secondary reading workshop.
 5. Diagnosis of reading problems.
 6. An electronic course on a physical basis.
 7. Tool design course which involves much research.
 8. More research in literature.
 9. Paper and ink testing.
 10. Comparative studies.
 11. Aviation technology.
 12. More extensive research in theatre scene design.
 13. Graduate program in instructional media.
 14. Work in linguistics.
 15. Program of learning resources.
 16. Cancer therapeutics, polymer chemistry, free radical chemistry.
 17. General expansion and development.
 18. A M.A. Degree in Spanish in collaboration with Monterrey Tec. and a M.A. in French.
 19. Want to develop a "medium" classroom for experimental purposes where most of a particular class study is done in the library (Horace Mann).
 20. New course in modern British Literature.
 21. Research papers and book reviews.
 22. Seventeenth century English poetry and romantic literature.
2. Are you currently engaged in any research at KSC which is hampered by any lack of library resources, services, or facilities?

31 Yes

159 No

If so, please specify in what ways:

1. Need more concordance.
2. Lack specialized journals.

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3. Lack reference materials.
 4. Journals in physics do not date back far enough.
 5. Inadequate references on preventive maintenance and trouble shooting problems for custodial personnel.
 6. Need material on ethnic culture of immediate locale--Italian and Slovene.
 7. General lack of needed material in theatre.
 8. Need back issues of journals.
 9. Use of computer.
 10. Missing theses and problems.
 11. Little magazines.
3. Would any of your projected research be hampered by any lack of library resources, services, or facilities (assuming, of course, that the Libraries would be continuing their program substantially as at present)?

26 Yes137 No

If so, please specify in what ways:

1. Exercise physiology periodicals--mainly foreign publications.
2. Material not easily reached.
3. Lack of foreign journals.
4. Areas of accounting and applied economics.
5. Delay in obtaining materials.
6. Periodicals pertaining to fuels and propellants.
7. Lack in area of educational technology.
8. Lack of foreign journals.
9. Lack in scholarly journals in social sciences.
10. Need 18th, 19th, and 20th century periodicals and literature reviews in foreign languages.
11. Lack of government documents.
12. More periodicals in business.
13. Need a quiet, non-public place in which to hold small group seminars.

-12-

4. Should research projects supported by outside agencies make specific provision for library support for the College in so far as special or additional library materials may be needed?

102 Yes - If so, in what ways?

1. By providing funds.
2. Make materials needed available on a loan basis.
3. Buy journal subscriptions.
4. Back issues of journals.
5. Funds for additional staff.
6. Provide special references.
7. Foreign journals.
8. Special organizational memberships and their publications--also industrial publications.
9. At the end of research, a list of material could be submitted to the agency for reimbursement.
10. Provide loan of material and mobile units.

18 No - If not, why is this not feasible?

1. College is expected to maintain sufficient material to support research.
2. Research books should be bought from research funds and then retained by the department.
3. College should supply this need.
4. Outside supporting agencies assume that library sources are already available as far as I know.

D. RESOURCES

1. To what extent have the resources and facilities of the KSC Libraries affected your decision:

	Greatly	Considerably	Moderately	Scarcely	Not at all
To join KSC	2	12	50	27	58
To remain with KSC	2	30	52	24	56

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2. Do you believe that the KSC Libraries should acquire everything needed for library support of your individual research?

40 Yes 134 No

If not, at what point may the Libraries abstain from collecting when these needed resources are available elsewhere (e.g., other libraries in Kansas, interlibrary loan, etc.)?

1. Other libraries can be used.
 2. If material is to be used by research classes, it should be purchased if funds are available.
 3. Interlibrary loan.
 4. We need to concentrate on undergraduate and special graduate areas.
 5. When readily available for long period of time.
 6. When they become too specific and not of use to others.
 7. Not possible.
 8. Materials for individual research ought to be added only when they will be of future benefit.
 9. When request draws money away from materials needed by students.
 10. Make full use of interlibrary loan.
 11. Better to buy than to borrow.
 12. Depends on frequency of use.
 13. When KSC has obtained all journals named in listings by professional organizations.
 14. There are limitations on budget which cannot be justified.
 15. The size and importance of project must be considered.
 16. When material is for use over a short period of time.
 17. When they run out of money.
3. To what extent do you rely on your personal library rather than on the collection of the Libraries? (Please check one.)
- | | | |
|------------------------|----------------------|---------------------|
| <u>59</u> Greatly | <u>58</u> Moderately | <u>9</u> Not at all |
| <u>71</u> Considerably | <u>9</u> Scarcely | |

4. Do you recommend titles for acquisition by the Libraries?

155 Yes - If so, please give the approximate number of titles annually:

<u>47</u>	10-	<u>12</u>	100+
<u>25</u>	10+	<u>5</u>	200+
<u>27</u>	25+	<u>1</u>	3,000
<u>27</u>	50+		

18 No - If not, please comment on the reasons why:

1. Relatively new on staff.
 2. Use mostly basal texts in Curriculum Library.
 3. Not aware of procedure.
 4. Not in position to do so.
 5. Requests consolidated by military science department.
 6. Subjects I teach are skill subjects.
 7. Little material available to order.
5. To whom do you make these recommendations? (Please check as many as are appropriate.)
- (a) 158 Library representative in your department or Chairman of your department.
- (b) 33 Library staff member
- (c) 3 Other (Use of order cards)
6. Has the arrangement just mentioned in D-5 been satisfactory?

167 Yes 8 No

If not, please comment on the disadvantages:

1. Time lag, inability to obtain requested materials.
2. Lack of funds.
3. Total lack of information on current library holdings or any research aid to ascertain same.
4. Too slow.

5. Don't know what we'll do when we lose Mr. DeGruson to Porter.
6. Feedback on status of acquisition is not reliable.
7. Have the Libraries usually been able to secure the materials you have requested?

181 Yes

4 No

If not, please indicate how often this occurs and the type(s) of material (or actual titles) involved:

1. Considerably.
2. Occasionally.
3. Capital Formation and Foreign Investment (Sufrin & Wolf).
4. Vol. 2 of Ralston and Wilf--Mathematical Methods for Digital Computers.
5. Books not in print.
8. What should be the responsibility of the College Libraries to collect materials in fields not now directly (or indirectly) covered by courses and research underway at present (e.g., Should the Libraries collect Africana to any great extent in anticipation of the possibility that a substantial number of courses will be taught in this area?)
 1. Wait until need exists rather than try to predict.
 2. Provide materials on request of faculty members.
 3. Doubts if library should assume this responsibility.
 4. No--we should concentrate and specialize in limited areas.
 5. Library should collect materials which are significant and topical.
 6. Do more in areas we have.
 7. Advisable if it is possible to predict.
 8. Should collect in all areas whether course is offered or not.
 9. Only with some positive indication by faculty.
 10. No. Fill in gaps first.
 11. Basic materials should be available and the collection expanded as courses are offered.

12. Should make a short study of the situation--then act.
13. The library should be progressive, but careful.
14. Does a library need to be bound by course description?
15. Use caution--excess is waste.
16. Concentrate on supporting current requirements.
17. It seems that the library does a much more effective job in keeping up with current scholarly "literature" than in providing basic works of the authors with whom the scholarly material is concerned.
18. An important function of the librarian.
19. Fine if funds and space are available.
20. Library should grow ahead of college.
21. Desirable.
22. If anticipation is based on concrete evidence.
23. A library should not limit itself.
24. Department trends in ordering books should provide clues to new areas.
25. Responsibility of decision to acquire materials in new fields lies with the department.
26. Only as a second priority.
27. Budget would probably dictate "no."
28. Should be done after course plans are formulated.
29. Extra care should be taken in such selection.
30. Full responsibility.
31. By all means collect Africana.
32. No responsibility.
33. Yes, and Asiana.
34. Should have an international center.
35. If there are staff members qualified to make such suggestions--yes.
36. Maintain acquisitions on present curriculum unless definite provisions for new areas of study are being made.

37. Should collect such materials under direction of department chairman.
 38. Library should maintain a balance of materials even though no related courses are offered.
 39. Not to a great extent.
 40. Small.
 41. Responsibility is with departments.
 42. Fields covered have so much material, we need not go beyond at this time.
 43. Only basic and general materials on these subjects.
 44. Funds do not permit it.
 45. Limited responsibility.
 46. Of course not.
-
9. What should be the responsibility of the staff of the Libraries in furnishing information on library resources to the faculty when the latter are considering the establishment of new courses, research programs, etc.?
 1. Doubts that staff is as knowledgeable as the professor concerning specific course materials.
 2. Index information should be provided.
 3. Is library responsibility in line with library personnel available for such work.
 4. Supply information about publication when requested.
 5. Possibly consultation.
 6. Assistance when requested.
 7. Available to distribute booklists on request unless same are available in the specific department.
 8. Aid in furnishing information.
 9. Advisory.
 10. Should not wait to be asked.
 11. Suggestions.
 12. Advising as to materials available locally or promptly from other libraries.

13. Full cooperation.
 14. List acquisitions by area.
 15. Bibliographies.
 16. Advisory capacity only.
 17. Full responsibility.
 18. As much help as possible.
 19. All possible without overworking staff.
 20. As consultant.
 21. Primary responsibility of staff.
 22. Would be determined by availability of staff.
 23. This should be one of the more important services of the staff.
 24. It would sell the library to the faculty and create rapport.
 25. Clarify position of library in relation to research and the total college program, limitations, requirements, standards, etc.
 26. If staff time available a listing of sources would be helpful.
 27. Should supply general information regarding number of holdings in general index categories and the chances of budgeting additional acquisitions in the area.
 28. Faculty member can check this.
 29. Make available titles, outlines, or course of study.
 30. Provide xerox copies of card file in specific areas requested by faculty.
 31. Basic responsibility is the teacher's.
 32. Adequately covered at present.
 33. Library staff should tell faculty what they need to know.
 34. In no event should the staff work out book lists.
 35. Merely answer questions and help locate materials.
10. Do you see any reason to be disturbed by the fact that from time to time the Libraries, upon the departure of a particular faculty member, find themselves in possession of library materials acquired for and used only or principally by that person, and for which no future utility can realistically be anticipated?

Please comment:

1. Waste of money if not used.
2. Materials should be cleared away.
3. Pre-planning should be better.
4. Department approval should eliminate this.
5. Let them buy materials.
6. Limit materials on a specific project.
7. Don't throw away books or journals.
8. To answer "yes" to this question might be appropriate to an elementary school library, but certainly not to one such as ours.
9. I don't think a faculty member should be able to con the library into getting books of personal interest for him. The space on the library shelves and the size of the budget are both too precious to support such waste.
10. They can use interlibrary loan until they become established on faculty.
11. Requests in a specialized non-curriculum related area should be questioned.
12. Does this really happen with any frequency?
13. Depends on person making "realistic" approval.
14. Books could be retained.
15. Periodical discontinued.
16. It would be folly and not possible to avoid such circumstances.
17. A waste of limited budget.
18. If academic policy permits this, why should the library worry?
19. Greater utility should be anticipated when materials are purchased.
20. Unfair expenditures.
21. If we hope to acquire staff with particular interests and competencies, we should expect to provide facilities to use these.
22. If faculty member's work brought any recognition to college, it would be worth the expense.
23. I was under the impression that library materials were obtained primarily for students rather than faculty.

11. What suggestions would you make as to ways in which the various members of the faculty might assist the staff of the Libraries in weeding obsolete materials from the collections?
 1. Simply ask for suggestions, i.e., problems for M.S. degrees in education.
 2. Difficult to do. Who considers it obsolete?
 3. Upon request of library staff member.
 4. Departments could appoint committees to assist.
 5. Committee from discipline concerned could examine.
 6. An annual list of obsolete materials to departments would enable department to decide.
 7. Need not be done.
 8. Each faculty member pre-weeds a section, then another group weeding, finally a list distributed to all faculty.
 9. An impossible task.
 10. Library representative in each department should handle.
 11. Faculty members notify library that certain materials need not be retained due to updating of a course.
 12. There are no obsolete materials.
 13. Have a personal bibliography of individual offices or department offices of pertinent materials and keep it working and up-to-date.
 14. Recommendations from library committee of each department.
 15. All faculty members should pull obsolete titles and bring them to the attention of the library staff. Then prepare a list of these for inspecting materials which library staff considers obsolete so they may make exceptions.
 16. By survey.
 17. No materials are obsolete.
 18. A period for inspecting materials which are considered obsolete should be announced to faculty before materials are eliminated.
 19. Historical importance of "obsolete" materials.
 20. Library staff should start process of weeding, then department should give final approval for removal of books.

21. I would hate to rule on this.
 22. Well-qualified faculty might take responsibility for specific areas of collection.
 23. Not advisable.
 24. Conduct small group meetings for purpose of examining holdings.
 25. Need more face-to-face relationships and cooperative planning.
 26. Set up an archives section of the library. Then circulate periodically a list of books headed for the section for faculty checking.
 27. Have faculty submit lists with reasons for elimination.
12. For what types of materials in your field do (and would) you find microreproductions (e.g., microfilm, microcards, etc.) most useful and desirable? (Please check as many items as are appropriate.)

<u>76</u>	Deteriorating materials
<u>72</u>	Dissertations and other items which are being published originally on film or cards
<u>101</u>	Expensive materials which can be acquired in microreproduction at greatly reduced cost
<u>77</u>	Materials which are bulky and for which there is little space
<u>48</u>	Scholarly periodicals
<u>60</u>	Older materials which are little used
<u>4</u>	Other (ERIC, ASTME, special material of limited use, out of print material)

Comments:

1. I feel that your choice of microfilm instead of bound periodicals is the most objectionable library policy.
 2. Difficult to use.
 3. Discontinue microfilm for art publications.
13. Do you have any suggestions for facilitating the use of microreproductions in the College Libraries?
1. Keeping microreaders in repair and supplying additional readers.
 2. Better location.

3. Microfilm reading location is noisy.
 4. Better index system.
 5. Get some adequate ventilation in room where readers are kept.
 6. Portable readers in dorms.
 7. Reproduction service for microcard and microfiche.
 8. Integrated filing system with cross reference to research materials in various courses.
 9. A good microfilm copier.
 10. Installation of remote viewers in each department with specified listings on call automatically.
 11. More modern equipment which can be used without reducing room light.
 12. Separate room for readers.
 13. Microfilm hinders research.
 14. A booklet of instructions for use of readers.
 15. A different microprint system.
 16. Separate room for faculty and typing.
 17. Train students and faculty in their use.
 18. Microfilm all issues of Collegio.
-
14. In order to help relieve pressure for additional space, it has been suggested that the Libraries might create a "storage" library of its own. In such a scheme, little-used materials would be removed from the active collections; these materials would remain available to the faculty and to students, although with some delay. What would your opinion be as to the advantages and disadvantages of such a proposal as applied to your particular field?
 1. Excellent.
 2. Why delay? Couldn't areas be classified and open?
 3. It would depend on amount of delay.
 4. Develop stacks that are accessible.
 5. Procedures for activating re-birth of such "stored" material could become so confusing that the material is rendered inaccessible.

6. I suspect their little-use would become no-use.
7. Note this on catalog card.
8. May become a necessity.
9. Only as a last resort.
10. Appropriate faculty member should be consulted before selecting items for storage.
11. Horrified--see the mess in the KU library.
12. Must have adequate retrieval system.
13. More desirable to add required space and keep collection intact.
14. If faculty can have access to stacks--fine.
15. Wouldn't like it, but see the necessity for it.
16. Only if absolutely necessary.
17. Delay might result in loss of student usage.

E. SERVICES

1. What improvements would you suggest which might be made in the catalogs and listings in the Libraries?
 1. Should be reclassification in fields of health, recreation, physical education, and athletics.
 2. Continual inventory and either replacement or notification of department concerned of lost books.
 3. Suggest a printed plan of library materials so faculty may use with students.
 4. Library of Congress classifications.
 5. A more convenient arrangement of abstracts.
 6. Some theatre books are catalogued under art and architecture with no cross reference to theatre.
 7. A once-a-year listing of all books in library.
 8. More cross-indexing.
 9. Subject index, fields catalog.
 10. Satisfactory.

11. The cards should be checked for proper order. When only some volumes of a multi-volumed set are in library, indicate this on card.
 12. Some books in stacks aren't listed in card catalog.
 13. All opera scores under same number.
 14. Use computers to keep records.
 15. Catalog materials faster.
 16. Remove cards for books that were lost or stolen.
 17. Make periodicals more available.
 18. Well done.
2. What suggestions would you have for the reclassification of any portion of the collections?
1. Often astonished at the way certain materials are classified.
 2. Reclassify all materials related to printing within one area.
 3. The classification of books pertaining to physics is absurd, e.g., books on thermal and statistical physics are found under three distinct Dewey numbers.
 4. More cross references. Theatre areas needing cross references: theatre architecture, design, art history, furniture, decoration, costumes, lighting and electricity, weaponry, dance, emblems, color and color theory, perspective, acting, directing, theatre history--period study, dramatic literature.
 5. In casual contact, I constantly find misclassified books.
 6. German section should be reorganized completely. Unable to determine what present system is.
 7. Satisfactory.
 8. Change from Dewey in contemplation of future expansion.
 9. Put sciences in one area.
 10. Unite the "B" section of biography with the 900 section of biography, and the "R" section of bibliography with the 000 section of bibliographies.
 11. Attempt to list all printing books under one heading, e.g., books on lithography are listed under art heading.
 12. Change to Library of Congress classification.

13. Would like accounting books in one section and books from specific sources grouped together within the section.
14. Confusion on what is available at Porter and Curriculum libraries.
3. Please indicate the degree to which you believe the College Libraries should assume responsibility for the services listed below. Please weigh the items as follows:

- | | |
|--------------|---------------|
| 1. Essential | 3. Desirable |
| 2. Needed | 4. Not needed |

Setting up of a Xerox Magnafax Telecopier service in cooperation with a large scholarly library.

- | | |
|--------------|--------------|
| 1. <u>34</u> | 3. <u>75</u> |
| 2. <u>49</u> | 4. <u>10</u> |

Direct distribution to you of bibliographical items and notes in your field.

- | | |
|--------------|--------------|
| 1. <u>22</u> | 3. <u>79</u> |
| 2. <u>45</u> | 4. <u>24</u> |

Exhibits in relation to specific courses.

- | | |
|--------------|--------------|
| 1. <u>9</u> | 3. <u>85</u> |
| 2. <u>22</u> | 4. <u>51</u> |

Interlibrary loan service by means of a teletype machine.

- | | |
|--------------|--------------|
| 1. <u>31</u> | 3. <u>77</u> |
| 2. <u>45</u> | 4. <u>12</u> |

Mail loan service during vacations, sabbaticals, etc.

- | | |
|--------------|--------------|
| 1. <u>16</u> | 3. <u>77</u> |
| 2. <u>38</u> | 4. <u>35</u> |

Preparation of bibliographies and booklists.

- | | |
|--------------|--------------|
| 1. <u>27</u> | 3. <u>78</u> |
| 2. <u>45</u> | 4. <u>21</u> |

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Translations (of materials in the Library).

- | | |
|--------------|--------------|
| 1. <u>6</u> | 3. <u>80</u> |
| 2. <u>19</u> | 4. <u>49</u> |

Xeroxing items without charge.

- | | |
|--------------|--------------|
| 1. <u>32</u> | 3. <u>59</u> |
| 2. <u>30</u> | 4. <u>47</u> |

4. Which of the services just mentioned in E-3 do you believe might be offered upon payment of a fee?

- 18 Setting up of a Xerox Magnafax Telecopier service in cooperation with a large scholarly library.
- 3 Direct distribution to you of bibliographical items and notes in your field.
- 1 Exhibits in relation to specific courses.
- 20 Interlibrary loan service by means of a teletype machine.
- 31 Mail loan service during vacations, sabbaticals, etc.
- 10 Preparation of bibliographies and booklists.
- 24 Translations (of materials in the Library).
- 44 Xeroxing items without charge.

F. PERSONNEL OF THE LIBRARIES

1. What observations would you make on the qualifications and performance of the personnel of the Libraries? To the extent feasible, please distinguish between professional librarians and student and clerical assistants.
1. Professional librarians are more knowledgeable and usually more interested in meeting your needs.
 2. I have found the whole staff to be helpful, considerate, and courteous. The professional librarians certainly "know their job."
 3. Good.
 4. Excellent cooperation at all levels.
 5. I always contact professional librarians and find them most helpful.

6. Pleased with help received.
7. Professional--very good. Excellent operation.
8. Courteous and efficient.
9. Generally competent.
10. All have been helpful.
11. Generally good.
12. OK.
13. Professional librarian service is good. Student help should be limited to persons majoring in that field.
14. Mainly courteous and helpful.
15. Well-qualified, helpful, prompt.
16. I have observed one seeking help is shuffled around until he is told that the information is not available. This happens when seeking assistance in areas of remote interest.
17. The performance of all is excellent.
18. I have nothing but praise for their courtesy and assistance.
19. Cooperative and competent.
20. Students--courteous, professionals--efficient and dedicated.
21. Student help often unable to assist students, especially evenings and Saturdays.
22. Adequate.
23. Excellent staff--probably best in state or even Midwest.
24. When professional librarians are not present, students show little concern for good service.
25. I'd rather have more librarians and fewer students around.
26. Excellent service in Curriculum and Horace Mann libraries.
27. Students deficient in knowledge for areas under their responsibility.
28. Library personnel bends over backwards. Particularly pleased with interlibrary loan.
29. Student help can't seem to shelve books properly.

2. Do you find it a handicap that professional librarians are not available at both of the public service desks during all the hours which the Libraries are open?

14 Yes

155 No

6 Sometimes

If so, please indicate in what ways and at what hours.

1. In government documents on weekends.
2. Desired information cannot be obtained.
3. Difficulty in locating a reference.
4. Lack of knowledge on part of student help.

3. Do you believe that the College Libraries are overstaffed at present? (If so, please indicate specific instances.)

2 Yes (Faculty)

159 No

1 Yes (Students)

4. Are the librarians offering you prompt and courteous assistance?

184 Yes

3 No

G. MISCELLANEOUS

1. Most of the items in the above sections concern matters of interest to all departments. There are, in addition, special problems arising from the different kinds of materials necessary for faculty and student work in some fields (e.g., corporation reports in the reference pamphlet collection, etc.) In what ways might the Libraries improve their handling and servicing of these special materials in your field of interest?
 1. Students have difficulty in locating government documents. Is there a bibliography available on comparative education?
 2. Would like to see reading room where additional copies of standard literature in arts and sciences are available as they are in reference room.
 3. A specific physics library.
 4. Improved interlibrary loan facilities and expanded journal listings.
 5. Indexed materials.

6. Move Speech Monographs from stacks to periodical section so they won't circulate like ordinary books.
 7. More financial periodicals.
 8. Better copying machine for out-size art material.
 9. Closer connection and better service for interlibrary loan of play scripts (special library service--one in each state).
 10. Poor furniture choice in study carrels--bad taste--wasted investment.
 11. Communicate with people and departments.
 12. Too many art books are mutilated.
 13. Loop and strip films of sports, dance and aquatic skills would be helpful.
 14. All tax material, including government documents, ought to be placed in the reference room.
 15. Students should be able to browse through periodicals.
2. Do you have any additional specific suggestions for the development of the Libraries in the following areas:

Resources?

1. More professional journals.
2. Replace microfilm of periodicals with bound volumes.
3. Journals in microbiology.
4. Better system of interlibrary loan.
5. More.
6. Back issues of periodicals.
7. More up-to-date material.
8. More graduate materials in European history.

Quarters?

1. Faculty reading room.
 2. Needs redecorating.
 3. Throw out post office.
- 28

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4. Need new building.
5. Stack space.
6. Special reading rooms.
7. Automatically controlled cooling and heating system.
8. More private study areas.
9. Light the stacks.
10. A chemistry, physics, biology, and math library in Carney or Yates.
11. More study space between stacks.
12. Study carrels open to graduate students all the time.
13. Additional space in periodicals for browsing.

Services?

1. Library should be open more on weekends.
2. Improved.
3. Appalled at hours library is closed.
4. Speed ordering process.
5. Audio-visual machines and materials.

Personnel?

1. Better trained students. More professionals.
 2. Need specialists in bibliography.
3. Are the conditions in any of the above areas at present such that some expansion might be considered in view of the program you anticipate for the future?

30 Yes

65 No

If so, please specify in what ways:

1. May need to add wing or move post office.
2. Like to see museum put into shape.
3. Better facilities for display.
4. More correspondence with other libraries.

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5. A science reading room.
 6. Carpet and better sound-deadening material used in reading rooms.
 7. Journal reprints in microbiology.
 8. Staff.
 9. More room.
 10. Learning resources center for teachers in training for self-directed learning using all types of media.
 11. Would like to see a study to determine the number of reserve check-outs for each department, e.g., percentage in proportion to majors in department.
 12. Hope the results of this questionnaire will be made available or shared with faculty.
4. Do you favor Porter Library joining a statewide interlibrary referral and loan system, including assistance to a regional resource center?

157 Yes

5 No

2 Not sure

PART III

LIBRARY SERVICES

FOR

KANSAS STATE COLLEGE

GRADUATE STUDENTS SURVEY

1968

LIBRARY SERVICES FOR KANSAS STATE COLLEGE

Graduate Students Survey

1968

1. Which of the college libraries to you use?*

	<u>No. of Students Using</u>	<u>Frequency of Use</u>	<u>Purpose</u>
Porter Library	41	Once every two weeks. (1 student) Once a week. (11 students) 2 to 3 times weekly. (14 students) 5 or more times weekly. (23 students)	Reserve Information Periodicals Study Reference Professional Lit. Research Original writing
Curriculum Laboratory	10	2 to 3 times weekly. (4 students)	
College High School	0		
Technical Library (School of Technology)	3		

2. If you are working on a thesis or a research problem, please give the title, and/or the specific area in which you are working:

1. Physical-organic chemistry.
2. Study of drop-out problem in junior colleges.
3. Ion exchange in mixed solvent systems.
4. Wood preservation by the Lowry and Reuping methods of pressurized cresote induction.
5. Physiology: the effect of thyroid blocking, with 2-thiouracil, on the muscle fatigue pattern of Gallus domesticus.

*This questionnaire is based to a considerable degree upon the form used by Columbia University.

6. Linear programming.
 7. A study of KSC accounting graduates for the years 1964-68.
 8. Research on activity of fencing.
 9. Compression timed electric spark ignition systems as compared with everyday spark-timed ignition.
 10. Atomic absorption study of anion effects on calcium.
 11. Human artificial insemination.
 12. The reactions of 1, 3, 5-trichloro--2, 4, 6-trioxohexahydro-s-triazine with aromatic diisocyanates and polyurethanes.
 13. Enumerative bibliography of works by and about Lawrence Durrell.
 14. Catalytic iodination of ketones using copper halides.
 15. Perceptual problems in reading.
 16. The political thought of Ezra Pound.
 17. Degrees of insanity.
 18. Madness in Hamlet.
 19. Gifted students and emotionally disturbed.
 20. Effects of adrenaline on the fatigue of the gastrocnemius muscle of Rana pipiens.
 21. Business education (economics).
 22. Friction of MoSe_2 .
3. Have you found the resources of the college libraries adequate for this thesis or problem? (periodicals, bibliographies, monographs, serials, etc.)
- 13 Yes
19 No
4. What evaluation of the adequacy of needed library resources did you and/or your faculty sponsor make during the selection of your proposal for a topic?
1. Tour of library.
 2. Library resources have improved considerably in the last five years, especially in physical education.
 3. Not enough reference books.

4. My advisor and I gave much thought to the topic. We selected one which could be done with our present facilities.

5. Studied Business Education Quarterly.

5. Have you found the resources of the college libraries adequate for your work in advanced courses (as distinct from work on your thesis)?

38 Yes

12 No

If not, please indicate specific titles or types of material which have been lacking:

1. Biology journals.
2. Need more books for every math course.
3. Weak in dramatic theatre criticism and modern philosophy--periodicals lacking.
4. Standard works of 17th century poets and critical books about their works.
5. Technical socio-legal papers; supreme court cases dealing with contemporary and controversial subjects.
6. Journal collections incomplete.
7. Kernan--The Cankered Muse. General works on satire. Poetry by Jack Matthews. Books on theory of film-making and film as an art form.
8. The Dust Bowl.
9. William Henry Harrison; War of 1812.
10. Lack of primary source material prior to 1920.
11. Shakesperian studies and Twain studies lacking in periodicals.
12. Political science periodicals. Books relating to behaviorism.
13. Should have more material (completed research) in physical education. Suggest that more microcards be obtained.
14. Materials dealing with more specialized areas of philosophy and politics.
15. Gap in Journal of Physiology needs to be filled.

6. Have you used the interlibrary loan service for your work?

18 Yes

33 No

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7. Do you use, with any degree of frequency, other libraries in the state of Kansas or elsewhere? (other than inter-library loan)

6 Yes

43 No

If so, please indicate:

<u>Libraries Used</u>	<u>Frequency of Use</u>
AMA Research Center	Twice a year
Johnson County Library	Monthly
Joplin Public Library	Once a month
Kansas City, Kansas, Library	Monthly
Kansas University Library	Twice a month
Linda Hall	Occasionally
Osawatomie Public Library	Once a month
Pittsburg Public Library	

8. Have you had any materials from libraries other than KSC reproduced for your use (e.g., photostats, microfilms, etc.)?

12 Yes

41 No

9. Have you used the services of the Reference Department in Porter Library? (Specify improvements you would like to see made.)

42 Yes

9 No

1. Set ULS out for general use.
2. Would be helpful if someone in periodicals knew how to use the Biology Abstracts to help beginners.
3. Some materials in odd places.
4. An index on microfilmed journals.
5. Have people there on weekends who can help you.
6. Everything in one place.
7. Bib center attendant is never around when anyone needs help.
8. Linedex is a mess.

10. Do you use the regular tables for study, a stack desk, or graduate study tables?

9 Stack Desk 11 Study Table (Graduate)
8 Study Table 1 Carrels

Have you signed up for a graduate study table?

11 Yes 42 No

11. Do you frequently use the main stacks in Porter Library?

52 Yes 1 No

Has this access to the stacks helped you materially in the use of the library's resources?

51 , Yes 1 No

12. Since open stack use results in books being lost, misplaced and damaged, do you think it would be a serious mistake to close the stacks to all students and to have access to materials only through the catalogs and the central Circulation Desk?

38 Yes 14 No

Please comment:

1. Student needs to work at his own pace and in some cases browse for proper material.
2. College students should have standards higher than this, but if not, they should be dealt with accordingly.
3. I found only one book I wanted to check out misplaced.
4. Additional materials can be located by browsing that one would not find through catalog use alone.
5. Advantages of open stacks far outweigh disadvantages.
6. If people have to go to the trouble to have access to materials, they won't do it. Often find a good book by chance.
7. Graduate students should be allowed access.
8. Open stacks make it possible to check value of books to see whether or not one needs to check them out.
9. Close stacks except to those students who hold passes--superior students, honor students, and graduate students.

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10. One improvement would be to allow only notebooks to be carried into stacks and establish an additional check-point at stack entrance so that all books carried out would be immediately checked out. Do not recommend closing stacks.
11. Good idea. I know graduate students who steal books, cut out pages, etc.
12. Books would still disappear.
13. Browsing is imperative.
14. Need more stringent check points.
15. Would be a great hindrance to serious student. It would make his job twice as long and hard.

13. Are you satisfied with the borrowing regulations in effect in the libraries?

38 Yes

15 No

If not, please indicate in what ways you feel these might be improved:

1. Fines are high if you live out of town and are unable to return over vacation.
2. Fines system repressive--would rather see system under which work may be held indefinitely unless requested by another patron.
3. Three week check-out period.
4. It would be helpful to graduate students in seminars if borrowers of books would be identified by the circulation desk. Generally, a fellow student has the requested books and would be willing to share. The "hold" system (with its delay) is not satisfactory when materials are needed immediately.
5. Books have too long of a check-out period. All returned books should be in the library for 24 hours before the same person can recheck the book.
6. For those people who wish to Xerox a large number of materials from a large number of sources (periodicals) there should be a way to conveniently borrow these for a short time--library I.D. cards?
7. Permit graduate students to have up to 10 books which need not be covered by two-week loan rule and which library may recall if someone requests them.
8. Some limitation on length and number of renewals. Fine is perhaps a little expensive.
9. Fine too high.

10. Graduate students should be able to learn who has a book.
11. Graduate students should be able to use book longer.
12. Faculty should be subject to same borrowing regulations as students. Notification that a hold has been placed on a book should go out that same day. If student with the book knows someone needs it, he may return it when he's done rather than when it's due.
13. Reserve books should have longer than two-hour check-out. Perhaps when a book falls due on a vacation it should be given an automatic extension until the day after vacation ends.
14. Would like to be able to use more than one reserve book at a time.
15. I feel there should be some system so students could sign out periodicals overnight (especially commuters).

14. Are you satisfied with the hours of operation in effect in the libraries?

26 Yes

23 No

If not, please indicate the hours of operation you would prefer, indicating the particular library(ies) involved:

1. Should stay open during vacations and late Sundays and Saturdays.
2. Due to work load and night classes, hours I have free are on weekends when library is closed.
3. 6:00 a.m. to 12:00 midnight Monday through Saturday and 8:00 a.m. to 12:00 midnight Sunday. However, I would favor 11:30 p.m. or 12:00 midnight closing hours.
4. Porter--open until 11:00 p.m.
5. Holiday hours extended. Later Friday hours.
6. 7:00 a.m. to 10:00 p.m. Monday through Friday, 10:00 a.m. to 9:00 p.m. Saturday, and 12:00 noon to 10:00 p.m. Sunday.
7. Open until 10:00 p.m. on Friday.
8. Porter--11:30 p.m. closing every evening.
9. Midnight on weekdays, 9:00 p.m. on Friday, and possibly 9:00 p.m. on Saturday.
10. Only dissatisfied with technical library--very seldom open. Should have key for graduate use at any time.
11. Please keep library open later. Serious student needs more time.

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12. Until 11:00 p.m. on week nights. The socialites usually leave about 9:00 p.m. and this would give about two hours of quiet.
 13. Sunday morning.
 14. Friday and Saturday evenings and during all holiday vacations, except holiday itself.
 15. Later Fridays--earlier Sundays.
 16. 6:00 a.m. to midnight.
 17. Weekend times are ridiculous.
 18. Porter should stay open until 12:00 midnight or later. I have yet to be in the library when it has closed at 10:00 p.m. I have been there when it closed at 9:45 p.m. or earlier.
15. Are you satisfied with the general arrangement (the classification) of books on the shelves in the libraries?

43 Yes8 No

If not, what improvements would you suggest? (Please indicate the library to which you refer.)

1. Except for periodicals, should be open (Porter).
 2. Things can be found in a number of illogical places (Porter).
 3. Physical education, health, recreation and safety books are scattered all over.
 4. Takes too much time to locate books.
 5. The microfilm cabinets could have on the front of them the exact listing of what is in them instead of "A" to "B".
 6. Change to LC system.
 7. Second floor area is confusing. Difficult to locate books.
16. Have you usually been satisfied with your use of the card catalogs in the libraries?

53 Yes1 No

If not, what improvements would you suggest? (Please indicate the catalogs in the libraries to which you refer.)

1. Topic indices might be expanded to include a more general range of materials pertinent to a given subject.

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2. If books are taken out of stacks, their cards should be removed. When books are placed on reserve, some indication should be made on the catalog card or remove it.
3. Lack on index on certain journals.
4. Occasionally drawers are too full, making rapid checking impossible. Books listed by author are very often not listed by title.

17. Have you taken a seminar course (or other course) in your department which included instruction in use of library resources?

21 Yes 30 No

If so, please indicate the name and number of the course:

1. Methods of Research 680.
2. Research Problems 691.
3. Literature of Biology 500.
4. Research Methods.
5. Chemical Literature 503.
6. Professional semester--curriculum library.
7. Historiography.
8. Reference.
9. Physics Colloquiem.

18. How would you rate the assistance you received in this library instruction?

17 Excellent 13 Satisfactory 0 Not helpful

What improvements would you suggest?

Employment of at least one full-time staff member with some knowledge of literature and literary research.

19. What observations would you make on the qualifications and performances of the personnel of the libraries? To the extent feasible, please distinguish between professional librarians and student and other assistants.

1. All helpful, but sometimes too busy to be of immediate help.
2. Services have been adequate and pleasant.

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3. Students tend to be more helpful than some professionals.
4. All personnel very helpful.
5. Well satisfied with all help.
6. Excellent.
7. Professionals very helpful, particularly in reference and interlibrary loan. Students--average.
8. Both students and professionals competent and helpful.
9. Good.
10. No opinion.
11. In both categories I find people who have little or no idea where material may be found.
12. Professional librarians seem basically competent and willing to assist with library problems.
13. Always had excellent assistance from both professional and student help.
14. There are few people to help me find highly technical material.
15. I find student library assistants most cooperative, amazingly understanding and willing to help.
16. Distinction of professionals is most difficult.
17. Efficient staff.
18. Bad experience with student help. Professional very helpful when asked.
19. Everyone efficient.
20. Professionals are excellent both in attitude and ability.
21. Often on Saturday the help upstairs seems to be more intent on spending a social afternoon than doing their jobs. Their conversation can sometimes be heard at graduate desks.
22. Very good.
23. I feel they are well qualified. I especially refer to people in the interlibrary loan department.
24. Extreme courtesy and helpfulness.
25. Adequate.

-11-

26. Student help, especially in periodicals, leaves much to be desired.
 27. Professional librarians are great. Most of the students are very helpful, but a few are almost sarcastic to students.
 28. There has been some mix-up on the part of returning materials. Notices have been sent out when material had been returned.
20. Do you have additional specific suggestions for the development of the libraries in the following areas?

Resources:

1. Could use a few foreign scientific periodicals.
2. More journals.
3. Add journal Perceptual and Motor Skills.
4. Some better method to classify periodicals as to topic or content.
5. Desk manual on library organization.
6. Complete back issues of chemical journals.
7. More.
8. More good chemistry books.
9. More microcards in physical education.
10. Automatic inclusion of a copy of textbooks required in all classes.
11. Get rid of outdated books.
12. Deficient in philosophy.
13. Too many outdated books.
14. Biology journals are greatly lacking.

Quarters:

1. Temperature is not controlled very well--especially in summer.
2. New library.
3. Put in lounge and light the stacks.
4. A graduate library.
5. Porter Library is a beautiful building. I hope it can be preserved in its present form.
6. Ventilation and heating could stand improvement.

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Personnel:

1. Hire specialists.
2. More staff or rescheduling so books can be re-shelved more rapidly.
3. More professional help on weekends.
4. More.

Services:

1. Get books back on shelves faster. Need a map of layout of library.
2. Filmac copier is poor.
3. Carrying a briefcase everyday, it does annoy me to have to stop and have it checked three times a day, although I know books would be taken otherwise.
4. Wish technical library would be open evenings.
5. Lower cost on Xeroxing.
6. Decrease fees and fines to a par with other Kansas schools--or use them to expedite some changes.
7. Faster processing of books that have been ordered.

PART IV

LIBRARY SERVICES

FOR

KANSAS STATE COLLEGE

UNDERGRADUATE STUDENTS SURVEY

1968

LIBRARY SERVICES FOR KANSAS STATE COLLEGE

Undergraduate Students Survey

1968

MAJOR:

Accounting.....12	Finance.....3	Physical Education..19
Art.....9	Foreign Language.....6	Physical Therapy.....1
Automotive Technology...16	Geology.....1	Physics.....2
Biology.....17	History.....23	Political Science....6
Building Design.....2	Home Economics.....15	Pre-Engineering.....1
Business.....42	Industrial Arts.....13	Pre-Law.....3
Chemistry.....1	Industrial Technology....7	Pre-Medicine.....3
Data Processing.....1	Journalism.....1	Pre-Nursing.....4
Design and Drafting.....3	Machine Design.....1	Printing.....4
Drama.....1	Marketing.....9	Psychology.....9
Education.....57	Math.....15	Social Science.....27
Electrical Technology....5	Music.....3	Tool Manufacturing...3
English.....16	Philosophy.....1	Non-Major.....20

YEAR AS A STUDENT:

First 73 Second 63 Third 106 Fourth 108

ENROLLED AS:

Full-time Commuter 49 Full-time Student 324 Part-time Student 9

*This questionnaire is based to a considerable degree upon the form used by Columbia University.

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1. If you do not live on or within walking distance of the campus, please give your approximate one-way commuting time:

<u>15</u> 5 minutes	<u>14</u> 20 minutes	<u>4</u> 1 hour
<u>35</u> 10 minutes	<u>13</u> 30 minutes	<u>2</u> 1½ hours
<u>18</u> 15 minutes	<u>5</u> 45 minutes	<u>1</u> 2 hours

2. How often do you use the Kansas State College Library? (Please check one.)

<u>79</u> Daily	<u>88</u> Once a week
<u>167</u> Two or four times a week	<u>16</u> One or two times a month

Other (please specify):

- | | |
|---------------------------|--------------------------------|
| 1. Once a semester. | 5. Not very often. |
| 2. As seldom as possible. | 6. When mandatory. |
| 3. When needed. | 7. When I need to concentrate. |
| 4. Three times a year. | |

3. What other libraries of the college do you use, how frequently, and for what reasons?

<u>Library</u>	<u>Daily</u>	<u>2-4 Times a Week</u>	<u>Once a Week</u>	<u>Other (When Needed)</u>
Curriculum Laboratory	14	30	20	5
College High School	1	3	1	
Technical Library (School of Technology)		6	8	4

Reasons:

Curriculum Laboratory:

- | | |
|--------------------------------|------------------------------------|
| 1. Research and study. | 7. For educational materials. |
| 2. Information | 8. Student teaching. |
| 3. Study and research. | 9. Texts, films and teaching aids. |
| 4. Assignments. | 10. Reference. |
| 5. Study. | 11. Reference. |
| 6. It's quiet and comfortable. | 12. Special reports. |

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College High:

1. Student teaching.
2. Get magazines quicker.

Technical Library:

1. Assignments.
2. Reference.
3. Outside reading.
4. Research and study.
5. To get additional information.

4. What other libraries in the state of Kansas (or elsewhere) do you use, how frequently, and for what reasons?

	<u>Daily</u>	<u>2-4 Times a Week</u>	<u>Once a Week</u>	<u>Occasionally</u>
Home Town	1	5	17	40
KSU				1
KU				4
Linda Hall				6
MU				1
SMS				1
WSU				5

Reasons:

1. Research.
2. Study.
3. Pleasure.
4. Convenience.
5. To get materials to tutor with.
6. When Porter Library doesn't have what I need.
7. For additional resource material.
8. For books on reserve in Porter.
9. For fiction.
10. Outside reading.
11. Reference.
12. Assignments.
13. To check out periodicals.
14. Course work.

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5. For what purposes do you use the college library? (Please use the number "1" for your most frequent reason, number "2" for the next most frequent, etc.)

For books on reserve for your courses:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
123	130	43	21	7

For collateral or background reading in connection with courses:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
96	98	77	25	2

For extra-curricular or "outside" reading which is not specifically for courses:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
25	39	64	87	8

As a convenient place to study:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
148	73	52	33	2

Other (please specify):

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
20	3	6		2

Other (please specify):

1. Only for things I must have before I can get to another library.
2. Research.
3. Reference.
4. Xeroxing.
5. Letter writing.
6. Assignments.
7. Reports.
8. Magazines.
9. Term papers.
10. Post office.

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6. How often do you have difficulties in finding seating space in the college library?
(Please check one.)

7 Often 83 Sometimes 292 Never

7. Which seating space in the college library do you prefer to use? (Please check one.)

187 Seats at the large tables in the reading room

174 Individual desks in the stacks

17 Carrels

8. Are you satisfied with the hours of opening now in effect for the college library?

Weekdays: 302 Yes 71 No I would prefer:

2 Earlier 47 Later 20 Friday Evenings

Saturdays: 300 Yes 48 No I would prefer:

2 Earlier 39 Evenings 3 Shorter Hours

Sundays: 277 Yes 69 No I would prefer:

43 Earlier 28 Later

9. What difficulties do you have most frequently with the reserve book system in effect in the college library? (Please check as many as are appropriate.)

52 Too few copies to be borrowed at 4:00 p.m.

99 Too few copies available for use in the library during the day

100 Too few copies available for use in the library after 4:00 p.m.
and on Saturday and Sunday

Other (please specify):

1. Would like to check out more than one at a time.

2. If you return a book in the autopage and they don't pick it up, then you get fined even if the book was returned on time.

3. Would like to be able to check books out for overnight earlier.

4. Too few copies.

5. Leave some copies in stacks for regular check-out.

6. Can't find books.

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7. Shouldn't allow teachers to put books on reserve for courses they are not presently teaching.
8. Often given wrong edition of book needed.
9. Books needed for reserve are sometimes not available and the instructor is unaware of the fact.
10. Do you find the book collections of the college library adequate and suitable for your purposes?

274 Yes96 No

If not, please indicate the inadequacies you have observed:

1. Generally inadequate for this size school--particularly for a progressive college.
2. Not enough in business area.
3. Not enough new and controversial sociology books and not enough newly published Spanish books.
4. Too many outdated books in industrial arts.
5. The Dialogues of Plato rarely available for loan.
6. Not enough up-to-date material.
7. Inadequate updated material.
8. Not enough new books in American government.
9. Need information on schools abroad.
10. Outdated and incomplete in history. Many books too elementary for college use.
11. Not enough new books on poetry. Not enough geological surveys.
12. Books are too old.
13. Not enough on history of journalism.
14. I can't find enough recent information.
15. Current African history, charms, and fetishes--modern books on social problems.
16. Lacking in Spanish area.
17. Accounting reference books outdated and too shallow.

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18. Need up-to-date books.
19. Automotive material old, inadequate and geared to the amateur. Need more research and technology.
20. Not complete coverage of any one subject.
21. Poor selection.
22. Books torn up and badly abused.
23. Too many reference books with no recent interpretations.
24. Too many books are checked out by faculty and kept all semester.
25. References in biology, microbiology, and physiology are good but too old.
26. Not enough research material in physical education or military science areas.
27. Not enough information on money and banking.
28. In field of religion. On subject of water problems in U. S.
29. Lacking in physical education area.
30. Recent material on reading and music.
31. Narrow fields of history and fiction.
32. Lacking in social literature and social and intellectual history from post Civil War to the present.
33. Too few copies.
34. Medical resource inadequate.
35. Lacking in political science. Business books not deep enough.
36. Too few books in auto technology.
37. Update.
38. Books in auto technology aren't current.
39. Sometimes books aren't listed in card catalog.
40. Many of the better books related to electronics are not available on weekends because they are in the department offices.
41. I wish there were more recent novels and fiction in the library.
42. Journals too limited in biology.

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43. Not enough fiction.
44. Not enough up-to-date material in physical education.
45. General inadequacies.
46. More books concerned with industrial supervision and occupational analysis.
47. Social science collection should be expanded.
48. Not enough information for term papers.
49. Often unable to find information on highly specialized topics.
50. Certain areas don't have recent or up-to-date information.
51. Don't have some current best sellers and some classics.
52. Not wide enough or up-to-date.
53. Absence of useful, up-to-date material covering all aspects of automotive field.
54. Technical and industrial education books are outdated and high school level.
55. Never have the magazines I need.
56. Too many technical biological books are outdated.
57. Need more up-to-date books on home finances and home economics in general.
58. Outdated.
59. Too few periodicals on food and nutrition.
60. Should have copies of all textbooks in library.
61. Best sellers aren't available.
62. Too few copies.
63. More books on individual artists with illustrations of their works, especially modern artists.
64. Should have more copies of reserve books.
65. Not enough books on printing management.
66. Not enough variety. Not complete enough popular literature and information.
67. Social sciences lacking in basic source books.
68. Inadequate in foreign languages.

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69. Very few up-to-date books in social sciences.
 70. More current books on pathology in psychology, equipment, and techniques in psychology and current research.
 71. Not enough on radio and television history.
 72. More texts and journals in biology--especially animal physiology journals.
 73. Very poor selection of latest technical books.
 74. Additional books in sociology in latest editions.
 75. Some books outdated in field of medicine.
 76. Don't like microfilm.
 77. Need more reference books.
 78. If a book is recommended in class, we can count on the library not having it.
 79. Insufficient amount of reference books.
 80. Not enough depth in philosophy.
 81. Would like to see more best sellers.
 82. Periodicals section is a mess. It is useless as far as providing research material in biology.
 83. Not enough current books in home economics.
11. Are the personnel of the libraries usually able to give you the services and information which you need?

353 Yes22 No

If not, please indicate the difficulties which you have had and in which of the libraries:

1. Sometimes not given in most courteous manner.
2. Books on reserve are impossible to locate when the instructor's name is not known. Need a more flexible filing system.
3. Wish library would open promptly at 7:15. A five minute wait may not seem like much, but it's no fun to stand out in the cold.
4. Not enough of them or friendly enough.
5. Need more personnel.
6. Should be able to find out who has a book checked out.

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7. It is difficult to get someone to help you find a book.
 8. Second floor help is lazy.
 9. Incompetent younger xerox operators.
 10. To wait for help while other are waiting is vexing. To wait for help while employees are gossiping is intolerable.
 11. Not willing to help.
 12. You lack many of the services available for research such as they have at the public library or WSU library in Wichita.
 13. Not enough cross-indexing in card catalog.
 14. Half do not know where anything is located.
 15. Personnel are helpful except for students who don't really know anything.
 16. Very helpful--especially students.
 17. Too few employees at periodicals desk.
 18. Part-time employees aren't well enough informed.
 19. On Saturday morning I have trouble getting reserve books.
 20. Some of the personnel seem indifferent.
 21. Sometimes the help on first floor can't be bothered with showing you where anything is or how to operate the microfilm machines.
 22. Turn lights off before closing. Too much general disturbance in library from employees.
 23. Don't seem to be concerned about helping us.
 24. Apathy and indifference.
12. How long do you think you should be able to keep a book on loan from the libraries? (This refers to books which are not on reserve.)

<u>2</u>	2 days	<u>27</u>	10 days	<u>39</u>	21 days
<u>5</u>	3 days	<u>219</u>	14 days	<u>2</u>	28 days
<u>8</u>	5 days	<u>8</u>	15 days	<u>9</u>	30 days
<u>37</u>	7 days	<u>2</u>	18 days	<u>3</u>	As many as needed

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13. Other than specified textbooks, do you purchase books in connection with your courses?

248 Yes 113 No

If so, is it because you want to purchase them 142 or because you have to purchase them because they are not in the libraries 80. If you have to purchase these additional books, could you estimate the yearly cost to you?

<u>15</u>	Up to \$5	<u>12</u>	\$21 to \$30
<u>36</u>	\$6 to \$10	<u>4</u>	\$31 to \$50
<u>20</u>	\$11 to \$20	<u>1</u>	Over \$50

14. What improvements in the facilities of the libraries would you most like to see? (Please number "1", "2", etc., in the order of their importance to you.)

Additional space, with individual desks, for individual study:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
118	54	39	32	23

Additional space, with easy chairs, for individual study:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
93	90	44	29	12

Additional space for group study:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
49	41	54	60	31

Additional space for conversation and smoking:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
44	45	35	35	66

Acoustical treatment and air conditioning in Porter Library for greater quiet and comfort:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
121	34	47	35	19

Acoustical treatment and air conditioning in Curriculum Library for greater quiet and comfort:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
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Additional Comments:

1. Please get rid of wasps.
2. Should be a limit to number of books you can check out at one time.
3. Put rubber coasters on chairs. They make too much noise when moved.
4. Curriculum library should be open Saturday afternoons and Sundays.
5. Fines too stiff. Tables are rough and snag clothing.
6. Microfilm machines are poor.
7. Better design and use of space.
8. In winter often too cold in Porter Library because windows are open.
9. Improvement of lighting and coasters on chairs. Less conversation.
10. Chairs which slide quietly.
11. Temperature should be better controlled. Always too warm.
12. Need a new library instead of a new gym.
13. Should have shelves for books in men's restroom.
14. Add more bookshelf space by using shelves as partitions between tables in reading room. Would add space and create privacy.